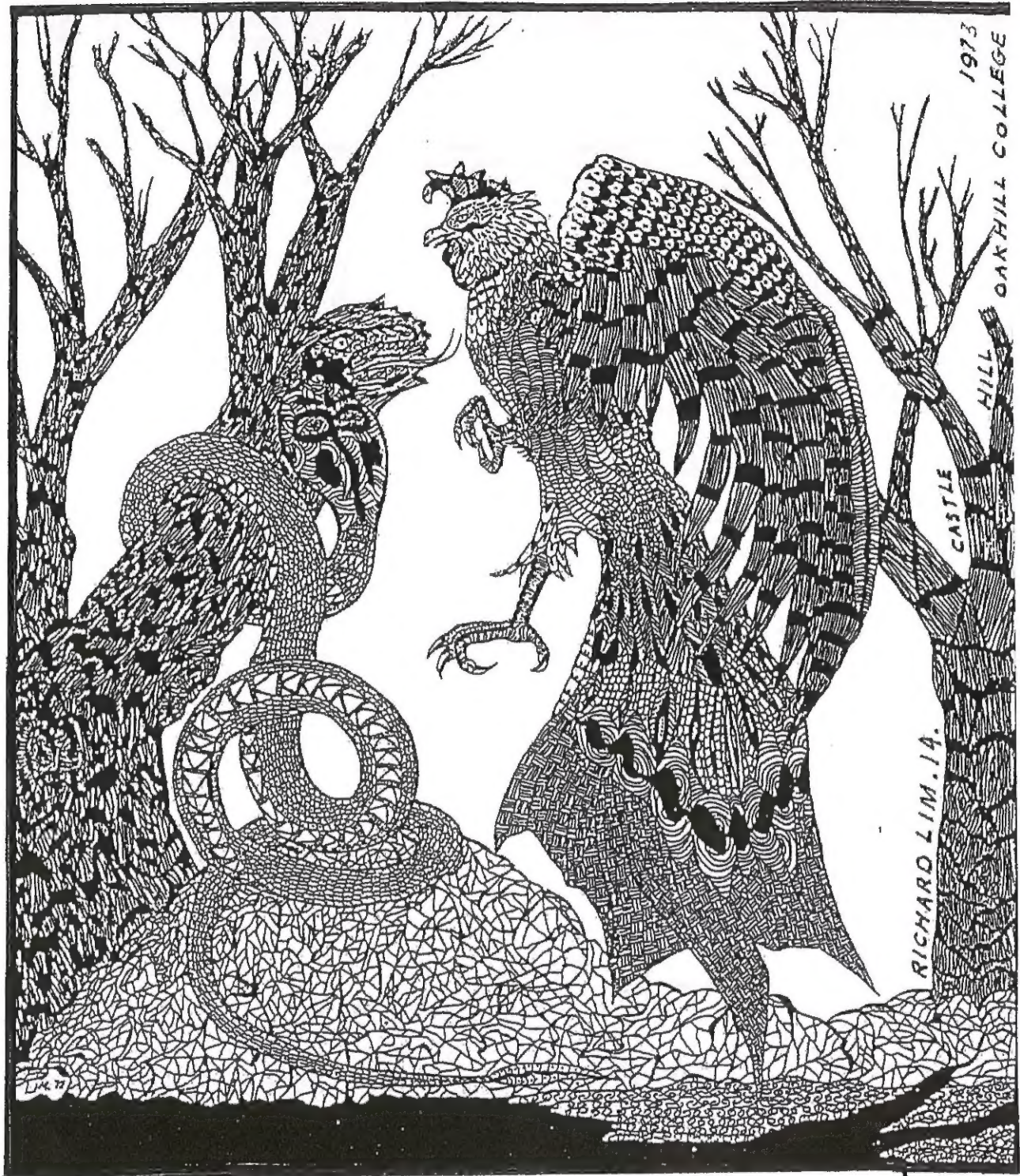


# **Professional Memory Training & The 3Rs**

**Tutorial For  
Teachers & Parents**  
with Excerpts from 17 Books

**National Library of Australia  
ISBN 0 949384 65 8**





l	i	f	e
w	i	f	e



## FOREWORD

### Professional Memory Training and the 3Rs

- Never before has **Reading, Writing & Arithmetic** been presented in such a **Direct, Creative and Scientific** way.

I have kept the intrinsic meaning of the 3Rs.

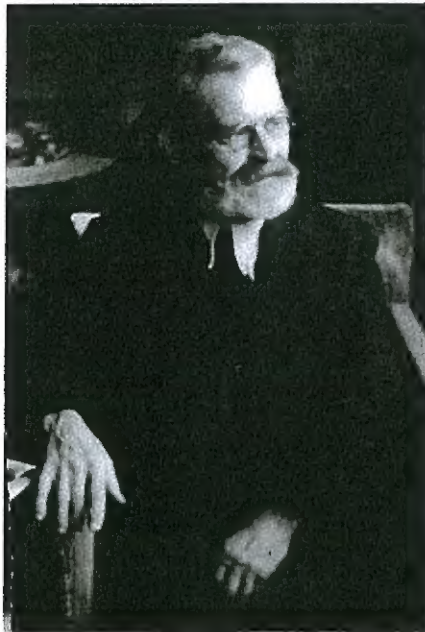
The emphasis on **Doing** rather than on Understanding also takes into account that, up to the age of 10 or 11, a child's brain is only 25% of an adult one! (Uma Historia da Linguagem)

- I train eyes to see and brains to remember. IQ is not an issue! Together with unique innovations, all students can now have the opportunity to perform to the best of their ability because I awaken **Interest**, the key to learning.

### INNOVATIONS

1. Dyslexia – free reading fluency.
2. Eight linguistic spelling strategies.
3. Instead of copying words 4 times per week, they are sorted according to sound, number of beats, rhythm pattern, alphabetical order, quality, the 5 senses, action and function!
4. Romance English (40%). A spelling aid for ethnic students.
5. A Creative Writing course based on sharpening the 5 senses, copying, analysing and memorising well-written work so that good grammar is automatically taken care of! Attention to spelling precedes dictation. Correcting errors must be established as a logical routine at any learning stage; it fosters greater attention and precision. Personal creativity should not even be attempted before year 7.
6. Colourful calligraphy to teach concentration which means attention to detail.
7. Algorisms and long divisions are done to practise mental arithmetic the practical, old-fashioned way. It's extremely silly to invent new and complex ways to teach obsolete activities. Professional expertise is the result of using number patterns never discovered before.





**Grandfather**



**Grandson**



## **Bark's Bric-A-Brac Museum**



# THE ART OF TEACHING SPELLING

## A Professional Memory Training Course

- Bark's exclusive Spelling Method – used with great success with private students for the past 40 years – is based on the fact that the mind is a pattern making – and a pattern using system, and that the brain cannot absorb pure data; copying lists of unrelated words has always been a practically useless chore involving nagging parents.
- There are **7** books. Teachers should select the ones most suitable for a particular age group.



**OVER 4000 one-beat WORDS arranged in WORD FAMILIES according to a particular CODE NAME TO BE USED FOR:**

**FINDING THE SPELLING OF A WORD** merely by hearing the SONANT and the CONSONANT that follows:

**BLOOD** is a **SUN** – word listed under (d)

**PHLEGM** is a **PENNY** - word listed under (m)

**POOR** is a **PAUL** - word listed without final consonant.  
It could have been listed under **SUE** as well, depending on the speaker.  
Sounds are based on those found in Collins Dictionary. Words like *past* and *dance* are only listed under **SMART**.

**PRACTICAL SIMPLICITY.** It is obtained by **IGNORING VARIATIONS** (shades) within the **PHONEME**.

Although **MOON** and **LOOK** are pronounced somewhat differently, they are listed under **SUE**.

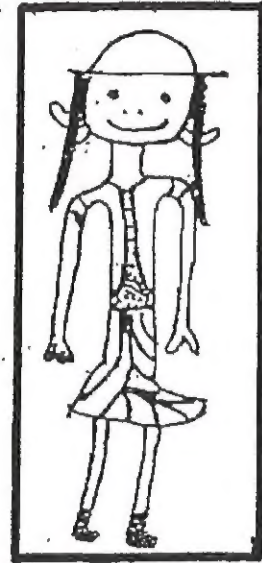
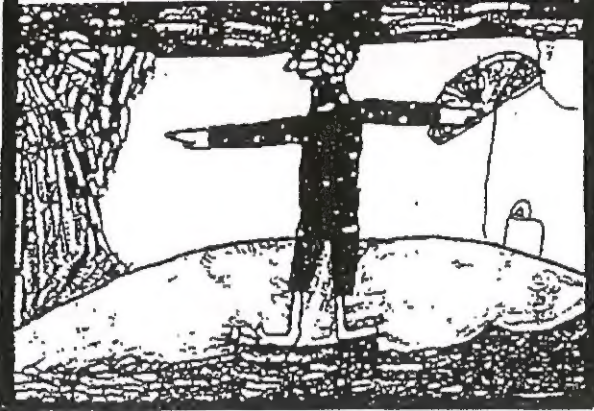
**DECODING** (Mechanical reading: **FLUENCY WITHOUT** pictures or discussing meaning.)

**SPEECH THERAPY** (for native speakers and foreigners.)

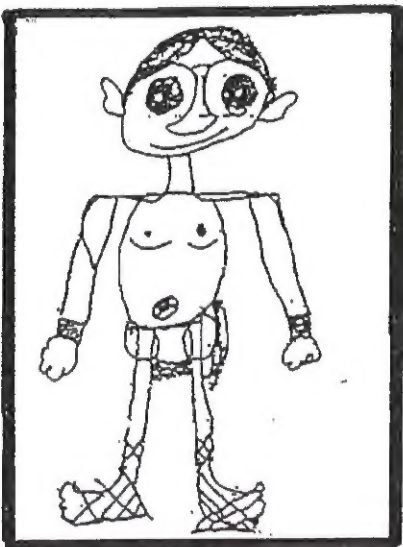
**RAISING THE AWARENESS** of **HOMOPHONES**, **HOMOGRAPHS** and **VOWEL PATTERNS**.

**CREATIVE WRITING: SPELLING RHYMES** based on **WORD FAMILIES** through ASSOCIATION.

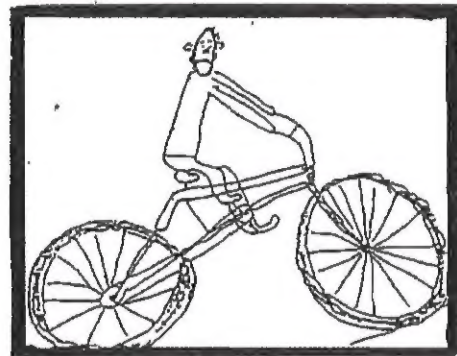
**1. SUN TAN TOM**



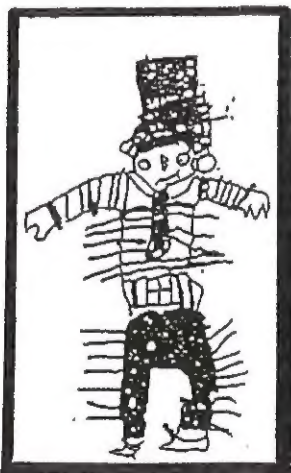
**2. SKINNY PENNY**



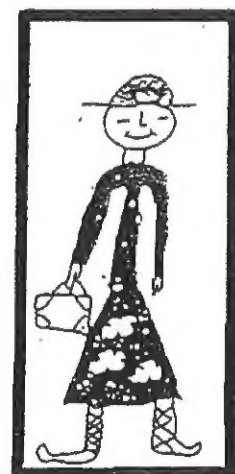
**3. PALE PETER**



**4. TINY TONY**



**5. BOY SCOUT PAUL**



**6. SMART GIRL SUE**



sun		words	sun
b	scrub	blood	huff
cub	scrubs	flood	luff
dub	scrubbed	dge	muff
hub	d	budge	puff
nub	bud	fudge	ruff
pub	cud	judge	tuff
rub	dud	nudge	-----
sub	lud	-----	scuff
tub	mud	bludge	bluff
-----	sud	sludge	fluff
blub	-----	smudge	sluff
club	scud	drudge	snuff
slub	spud	grudge	gruff
snub	stud	trudge	stuff
drub	thud	smudged	chuff
grub	suds	f	-----
stub	-----	buff	scruff
chub	rudd	cuff	cuffs
-----	sudd	duff	bluffed
shrub		guff	

## BARK'S SPELLAPHONE BOOK COMPANION

- All words listed in book 1 appear in simple paragraphs to first foster reading fluency. For that purpose – depending on the student's words pan – the teacher reads the whole paragraph or parts of it.

**Not until students can fluently repeat what they have heard, should they read themselves.** It stops them baulking at words they haven't seen before (incidental reading)! Besides, it's also a way of checking a student's hearing.

- **Choral Reading** is an excellent way to create lively lessons. Students can legitimately let off steam. Since the eager students carry the brunt, the whole paragraph is read. A number of volunteers are then invited to repeat it. Others are tested when the class is otherwise engaged.
- **Choral Reading** creates a kind of positive energy beneficial to slower students. This kind of solidarity can be experienced during a church service or a soccer match. The **enthusiasm** of the teacher makes the difference!
- Each paragraph starts with an **Attention Director** and should be introduced by the teacher. It will make students become aware of the seemingly endless number of letter combinations.  
**By using Spelling as a medium to practise Professional Memory Training techniques** and not as an end in itself, the subject has then become a useful tool in any career.
- There are **600** entries arranged under the 15 Code Names. Successive lessons should consist of paragraphs from a different one.



39. The –USH words: Accidents will happen in the best regulated families.

“Hush!” said Mrs **Mushroom** to her **thrush** when she heard her son **crush** his **toothbrush**. The poor boy **blushed** because he had been in such a **rush**.

40. The –UT words:

The door of the **hut** didn't properly **shut**, so Mr **Glut** tied a string of **gut** between the bolt and the **nut**, but when his neighbour's reindeer came by, the animal **cut** it with his **scut**.

41. When Mr Doughnut was mending the **gutter** above the **shutter**, he slipped and landed in a tub of **butter**.

42. The –TCH & -CH words:

**Duchess Such** and **Such** isn't **rich** because she doesn't earn very **much**; that's why she can hardly afford to buy a single **sandwich**. She doesn't live in a great big castle but only in a **hutch**. She cuts the **scutch** with an old **clutch**. It wouldn't surprise me if she were **Dutch**.

43. **Ouch!** Don't **touch**. ( From French toucher)

44. **Both** my **mother** and my **brother** love **doves**. They **shove** them into their **pigeon holes** with **gloves**.

45. He will give you a **buzz**. I hope he **does**.

## **Tom-word stories**

### **It is no use crying over spilt milk**

**Bob lost his job selling corn on the cob. Someone dobbed him in, because he used to lob a gob of butter to any snob in the mob that tried to rob him of a cob. Now he sobs with a throb.**

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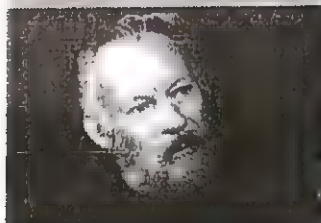
### **Care killed a cat**

**Mrs Modbod bought grass by the sod for her new Cape Cod. Her neighbour called her neighing horse to get some broadbeans in the pod. The old sod who had just been shod came up with a nod and a plod while he trod on more than one sod. Mrs Modbod shouted, "Oh my God" and gave him a prod with a rod.**



# **Dictation sentences**

- 1. Bob lost his job selling corn on the cob.**
- 2. Mrs Modbod bought grass by the sod.**
- 3. Don't scoff at the toff; he might fall off the loft.**
- 4. The jolly golliwog put on his tog to go for a jog.**
- 5. Mrs Peacock, dressed in a red frock and only one sock, got up at 6 o'clock.**
- 6. All day long, Mr and Mrs Strong play ping-pong.**
- 7. Simon Sop made a flop of his mopshop.**
- 8. Sister Floss and her holy boss put a new gloss on the holy cross.**
- 9. The snotty tot had lots of botspots.**
- 10. Robin Goblin had a scotch before going to the skilodge in her old dodge.**



CATTAI  
SCHOOL  
OF AART

R  
R  
R

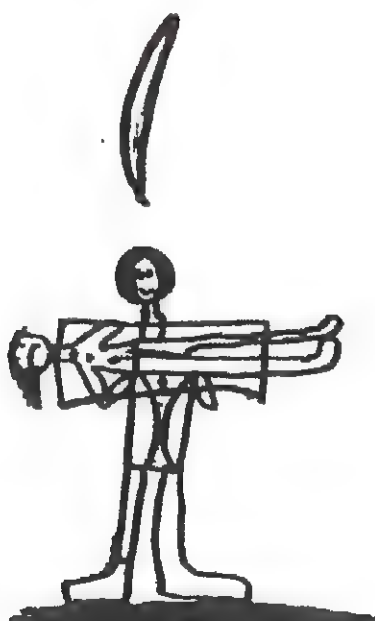
THE 3RS  
THE  
PROFSSIONAL  
WAY

# New Millennium Foundation Literacy

PLAIN & PRACTICAL

## SPELLING AWARENESS

Through  
SORTING & READING



HONEYMOON



## PART 1: READING

- **Reading** and **Sorting** alternate.
- Each paragraph is preceded by an **Attention Director**.

## PART 2: SORTING

There are 3 types

### **1. Sorting to a particular code name.**

- Cut out the spelling words of a particular list and place them on an A-3 version of the **sorting page** provided. The A-3 copy should be pasted on light board (250g.)

Each **wordlist** is followed by a **checklist**.

One example is given for spelling words 1.

The **apple box** method (Edward de Bono) is used here to make sure that every wordcard is used. By only doing it visually, some words are usually overlooked. Copying the words 5 times with a test on Friday to see how many wrong is not only a negative activity but also a chore which is not very conducive to learning.

Sorting according to **7 different categories** (see Creative Writing) eliminates that chore and is more effective.

<b>SUN</b>	<b>TAN</b>	<b>TOM</b>	<b>SKINNY</b>	<b>PENNY</b>
another under blunder thunder suddenly brother something pulse fuss does doesn't thorough much such touch	shack snack lapse scratch	cross across longest lodge trough cough swap wasp squat swamp	kitchen pretty window liver vivid timid thick nearly kitten rich which witch	very every twelve elephant says read
<b>PALE</b>	<b>PETER</b>	<b>TINY</b>	<b>TONY</b>	<b>BOY</b>
station	read field shield police deal heal heel		toad toes photograph	
<b>SCOUT</b>	<b>PAUL</b>	<b>SMART</b>	<b>GIRL</b>	<b>SUE</b>
hour ouch	shortest because thought			afternoon through



55. I do, he does. I go, she goes.
56. **OE:** Joe does not always wear shoes. That's why he cut one of his toes with a hoe.
57. **Silent L (Dutch Words):** Half a calf has only two legs. Two halves make a whole, but two calves don't make a cow.
58. **Double O:** When the poor man opened the door of his shack on the moor, the roof of his bedroom fell down onto the floor. Since he hurt himself badly, there was a flood of blood.
59. **OUR:** Our Dutch neighbour lives near the harbour. We favour the same flavours, odours and colours. He made me a new kite; it's my favourite because its colour is red, white and blue.
60. On, one. Do, done. Go, gone. No, none.
61. **HEAD-words: Visual spelling.**  
**Above it:** Heaven, the sun's heat, the bleak sky, the weather, heavy rain.  
**On and below it:** feather in cap, ears, bleached hair from lying on the beach, hear, rehearsal, heard, deaf, wear, earrings, teach, learn, read speak, swear, eat, beads, beard, breast, breathe, breath, heart beat, heal, healthy, weal, wealthy, steal, stealthy, sweat, sweater, leather belt, put head under bedspread in homestead, knead dough to make

74. **OA:** The **goat** jumped off the **boat** into the **moat**. Since its stomach was full of **oat**, and water entered its **throat**, the poor **goat** started to **bloat** and **float**.
75. **CH:** Tom has a **stomach ache**; he ate too **much spinach**.
76. **OA:** A **load** of **toads** jumped out of the truck and onto the **broad road** in front of a **boarding** house.
77. **AST:** The **last blast** covered a **vast** area and **lasted** till half **past**. The fire spread so **fast** that one actor in our **cast** climbed to the top of the T.V. **mast**.
78. **Silent B:** While the **dumb plumber** tried to catch his **lamb** to save it from being killed by an atom **bomb**, his **thumb** got stuck between the door and the **doorjamb**. Since it is **numb**, he can't **comb** his hair, **climb** his ladder or pick up a **breadcrumb**. I **doubt** whether he can even pay off his **debts**.

Bomb: b for blast. Jamb from French jambe-leg. Comb : b for brush. Climb: b for clamber. Crumb: b for crumble. Doubt: b for don't believe, dubious. Debt: b as in debit. The o in atom is heard in atomic (spelling through word building)

79. **Silent W:**                      **The Old Man and the Sea**

While **wrinkled** and weather-beaten Wally **Wrench** **wrestled** with the **swordfish** in order to **wrap** his arms around it, **wring** its neck and haul it onto the slippery deck,



# Spelling words 2

could	would	said	ouch
touch	half	calf	does
off	coal	colour	our
coat	room	door	floor
goat	oat	love	turn
urn	burnt	throat	cool
boat	moat	bloat	afloat
youth	pull	some	four
full	young	enough	hear
head	hurt	dead	one
gone	done	tea	leaf
air	surf	turf	fruit
juice	work	word	lawn
dawn	mail	sailor	put
push	there	were	beach
sea	walk	wash	fleas
all	tall	ideas	talk

## Checklist 2

sun	head	boat	turn
touch	dead	moat	urn
does	air	bloat	burnt
colour	there	afloat	hurt
love	pale	scout	surf
some	mail	ouch	turf
young	sailor	our	work
enough	peter	paul	word
one	tea	door	were
done	leaf	floor	sue
tan	beach	four	could
-	sea	lawn	would
tom	fleas	dawn	room
off	tiny	walk	cool
gone	-	all	youth
wash	tony	tall	pull
skinny	coal	talk	full
hear	coat	smart	fruit
ideas	goat	half	juice
penny	oat	calf	put
said	throat	girl	push
			troy
			Woy-Woy



## 2. Sorting to a particular spelling pattern.

Every so often, there is a page labelled patterns. It refers to the numbered pages. Sorting may be done on a table.

**Example for Spelling Words 1:**

**-ice:** police

**O words:** window, another, across, longest, shortest, brother, something, photograph, lodge.

**-en:** kitchen, kitten.

**-tion:** station

Etc, etc, etc,...

## 3. Sorting to a particular rhythm pattern.

**Strokes** indicate stressed syllables, **dots** are used for others.



kitchen, pretty, window, under,...



across, police, because,...



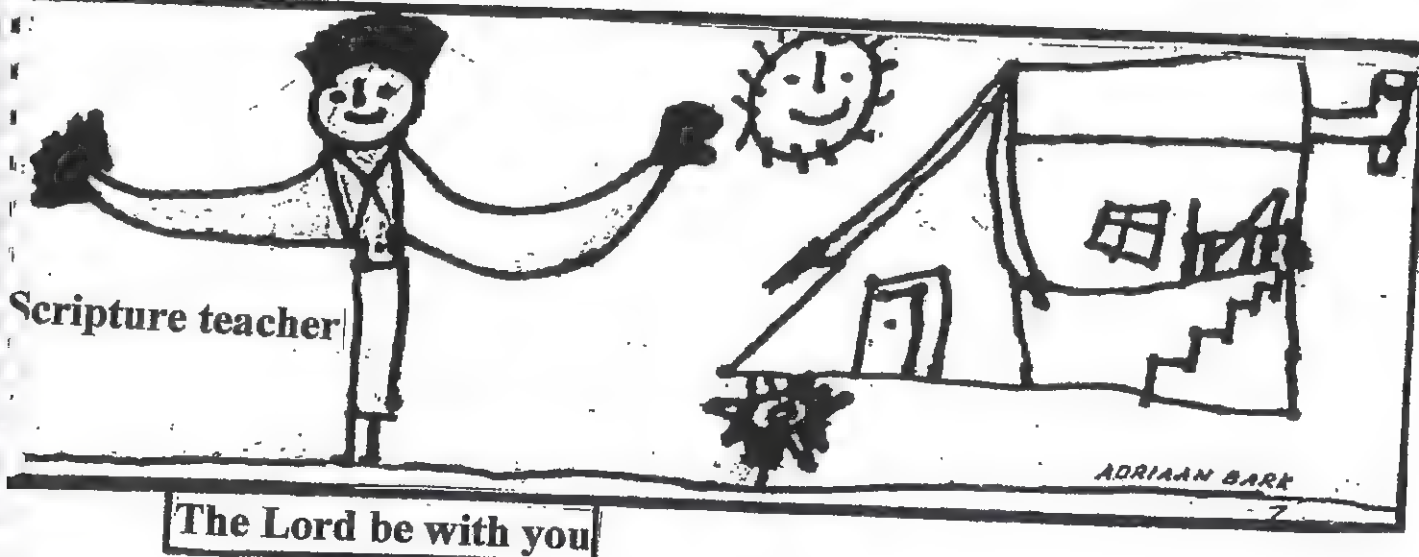
suddenly, elephant, photograph.



another



afternoon



The Lord be with you

## patterns

1.ice	ea	aw	ir
o	ee	all	oo
en	ouch	ur	ff
tion	dge	o	aw
se	tch	oo	ai
ve	qu	doubles	ei
oa	ou	oa	ie
ch	wa	our	ee
ck	oe	ea	ck
ant	2. ai	wor	al
id	ould	silent l	silent k
ss	u	ouch	ey
our	ui	3. ould	ll
ie	ouch	ea	dge
doubles	ull	our	doubles
v	wa	o	augh



## 1. WORD BUILDING

- Atomic tells you that atom spells with an o  
Atom tells you that atomic spells with an a

- **Likewise:** memory – memorial  
library – librarian  
popular – popularity

- **Detecting silent letters:**

1 house – 2 houses

1 horse – 2 horses

Hymn-hymnal, column-columnal, autumn-autumnal,  
condemn-condemnation, climb-clamber, sign-signal.

- Drop the y and put an i:

Happy, happier, happiest. Marry-marriage.

They lost their heirloom. Carry-carriage.

- **El, le, al, ol:**

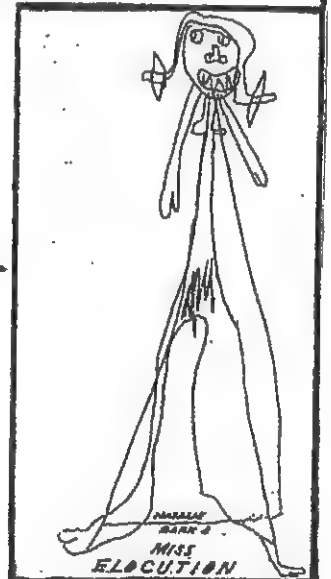
Label-labelling, cruel-cruelly-cruelty, saddle-saddlery,  
table-tablet, national-nationally, hospital-hospitality,  
final-finally, dismal-dismally, petrol-petroleum.

## 2. ASSOCIATION

- Bank balance, heaven-earth-weather, heat, bleak,  
airmail.

horse                      toes  
shoe                      in shoes

- Ouch! "Don't touch," said the old grouch.
- Weak teapots break easily and spill tealeaves.
- Cars have brakes. A week has seven days.
- To wander is to go walk about.



**Miss Elocution**

### **3. EXPRESSIONS**

- No wonder he won't come. I know how. The sun goes under and comes up. They have grey eyes. "My son is a good boy," said a mother to another mother last Monday.

### **4. USING A FOREIGN LANGUAGE**

- Stomach-stomachus (Latin)-stomaco (Italian)-estomac (French)-estómago (Spanish).
- Much-mucho (Spanish).
- To wander-wandelen (Dutch)

### **5. VISUALISATION**

- Curtain: the shape of the folds is like a u.
- Pistol: when you look at the barrel, you see the o.
- First: the i looks like the number 1.
- Fur=curly.

### **6. MNEMONICS**

- Wednesday=Woden's day(Viking god)
- Busy bus, pretty petty officer
- A monkey and a donkey went to Sydney to buy honey for their money. On the way back, they had trouble with their kidneys.
- Heir-heritage. Reins: one left, one right. Reign-regal.



### Model Exercise

**The river was fraught with danger**

**AUGH:** When a butcher wanted to slaughter the old draught-horse of his naughty and haughty daughter, she was so distraught that she wanted to jump into the water. However, her father just laughed and caught her so that taught her a lesson.

1. Use one colour to write nine times augh in one column.
2. Use another colour to fill in the missing letters.
3. Say the above doggerel by only looking at the key words.
4. Write it from memory or dictation.

**AUGH**

**AUGH**

**AUGH**

**AUGH**

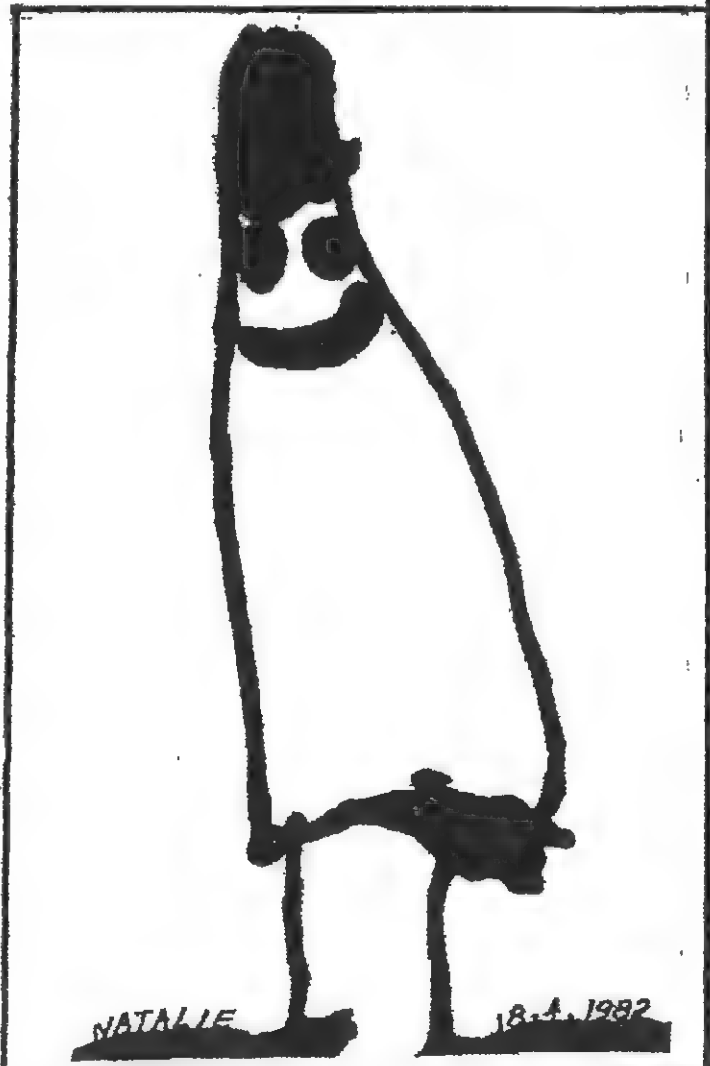
**AUGH**

**AUGH**

**AUGH**

**AUGH**

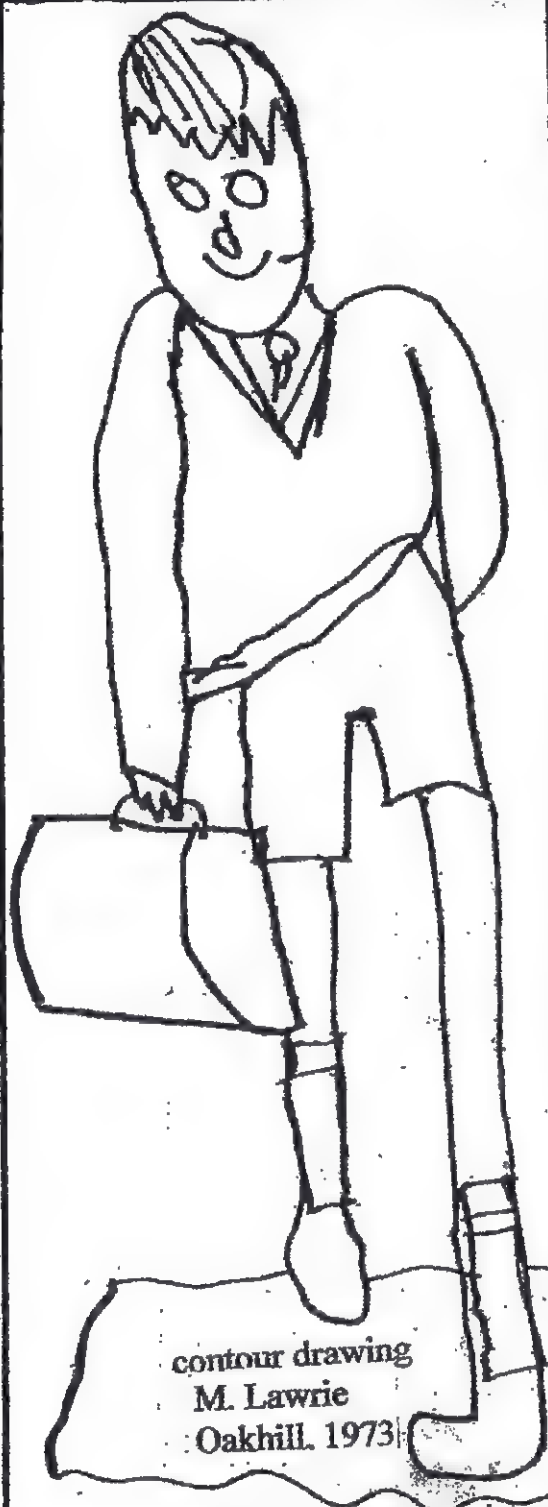
**AUGH**



**-EA words** Heaven, weather, heat, sunny or bleak.

**Association**

Earthling under bedspread in a homestead on the heathery heath or near the hearth to get warm.



**body words**

HEAD  
BLEACH  
FEATHER  
EAT  
SPEAK  
TEACH  
LEARN  
READ  
DREAM  
DREAMT  
WEAR  
EARRINGS  
JEALOUS  
ZEAL  
ZEALOUS  
HEARD  
DEAF  
BEARD  
BREATH  
BREATHE  
HEART  
BEAT  
BREAST  
BREADTH  
HEAL  
HEALTHY  
STEAL  
STEALTHY  
WEAL  
WEALTHY  
HEAVY  
LEAP  
LEAPT  
SWEAT  
SWEATER

**eat words**

EAT  
TEA  
BREAD  
KNEAD  
YEAST  
BREAKFAST  
CEREALS  
REAL WHEAT  
LEAVENING  
MEADOW LEA  
PEANUT  
SPREAD  
BEANS  
PEAS  
PEACHES  
TREAT  
MEAT  
VEAL  
STEAK  
DEATH  
DEAD  
HEARSE  
PEACE  
WREATH  
SEA  
OCEAN  
OCEANIC  
BEACH

**ee words**

**-EE WORDS**  
EYES  
SEE  
LEER  
PEER  
SEEK  
WEEP  
SLEEP  
CHEEK  
CHEERFUL  
TEETH  
SCREECH  
BEECHES  
BREECHES  
LEECHES  
KNEE  
KNEEL  
HEEL  
FEET  
STREET  
MEET  
GREET  
FLEE  
FLEET  
SLEET

When we reached the beach, our teacher Miss Preacher gave us a peach each.  
Fishermen from Earlwood get up early to learn and earn a living by searching for pearls which is life threatening.



# 1 SPECIFIC SPELLING FEATURES IN FOCUS

**BACK TO BASICS**

An Educational Revolution

**Aart Bark**

## Spelling clues 1.

1. **Frills: ck** (The cat and the kangaroo),  
**ff, (rr), ll, ss.**

"c,f,r,l,s easilily fall or roll over, so they need a twin or a partner".

**Short sounds:** buck, back, rock, sick, neck.

scruff, draff, off, cliff (but: if)

tuft, soft, lift, left.

dull, doll, dill, dell.

bulb, alb, golf, kilt, welt.

truss(but:us, bus(omnibus), gus(Gustavo), pus  
plus, thus.

mass, moss, miss, mess, must, asp, cost, mist,  
best. (but: this)

**Long sounds:** err(error), chirr, burr, purr where  
imitates the sound.

all, ball, call,...

The first L functions as U and thus lengthens  
the sound; compare: Paul.

**Dutch:** mout, zout, oud, goud, koud.

**English:** malt, salt, old, gold, cold.

2. **Sun:** The **sun** comes **up**, the **sun** goes **under**.  
**Son:** boy

3. **Dutch connection;** (Dutch from Deutsch.):  
such (zulke), rich (rijk), sandwich(zandwijk) in  
which ch relates to k. Compare: Duke,  
Duchess. Much (from Spanish mucho)

# Spelling Word Stories (1)

The 3R's The Professional Way  
Cattai, 2756

NATIONAL LIBRARY OF AUSTRALIA

ISBN 0 949384 96 8

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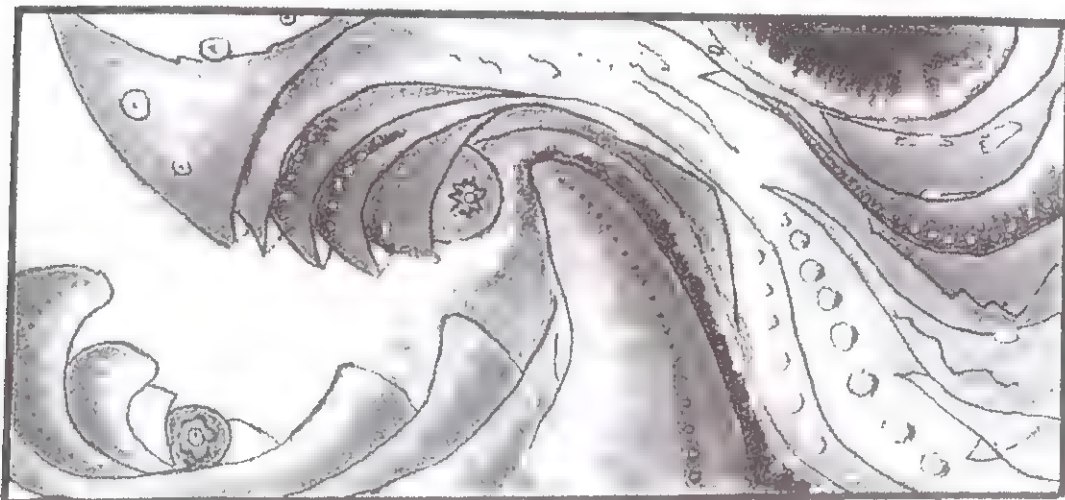
SPELLING  
WORD  
STORIES





## Spelling Word Stories

- The 11 episodes contain all prescribed words for NSW Primary Schools.
- The short stories were written by using the unique **Words on Stage** method described in **Creative Writing**.
- Although in a way restricted by the compulsory use of a certain number of words, this method is of course infinitely better than writing umpteen words in isolated, stunted sentences. That useless exercise never leads to language.
- **Homework** is an **unwanted chore** not conducive to learning.
- **Note:** The stories should only be used to **promote reading fluency**.
- Although there **is** some story line, the text is definitely not suitable comprehension material. There is a wealth of books available for that purpose. Both teachers and students are thus free to choose what interests them.





The original Village School stood in a quiet location. Outside, walking alongside his dog-drawn vehicle, reins in hand, the kerosene man announced his presence. "Fill up your lamps, old and new!"

Inside, apart from the general-purpose books and medicine bottles on shelves, some scattered ornaments hung from hand-forged nails in the plastered wall of the church-like but cosy classroom.

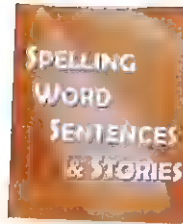
The Stitch was in trouble as usual. His frequent and peculiar appetite and subsequent laziness made him a definite nuisance in school.

He had started an argument after the teacher had indicated that he had misspelt 'February' ( he had left out the first R, because he pronounced it without the first R)

John Stone, a humorous man, was about to give a far from vicious in fact quite delicate tap on The Stitch's hand so that he wouldn't collapse in front of the Minister for Education who was on an official business inspection tour. Besides, Mr Stone didn't want his career to collapse either. Dairy Blossom, the happiest girl in the class, with her deliciously coloured circular cheeks, stood by in eager expectation of the impact while she was waiting for Mr Stone's initials of approval.

In contrast, the other innocent looking creature among the witness audience, her younger sister, with a vague glint in her eye, was more interested in the reaction of The Stitch.





## 12A

1. The Court jester has had his day. He was a clown from yesteryear and yesterday.
2. The King is dead. Long live the King, meaning the next one. The whole country will be mourning the old one tomorrow morning, ( r in morning is audible, means can be heard)
3. Our King is dead; the whole country is in mourning.
4. I'll pour your tea at four past four.
5. One child, two children. This child is wilder than any other child, so he is the wildest; all the other children are only mildly wild.
6. We were here, not there, but at least we were somewhere.
7. Mnemonic: Ron hit the oncoming car front on.
8. Bill Bard is the guard of a car yard. All he does is to check people's credit cards.
9. Page wants to be on stage, even at his young age.
10. OÜ associates: Your cousin in the country is a young youthful youth.
11. Only the Pope can give the dope some hope, otherwise the dope will hang himself with a rope.
12. The urchin left his brother in the lurch. When he felt guilty, he went to church.
13. The use of a known keyword: It's a pity that this pretty petty officer lives in the city. (drop the y and put an i: pity-pitiful, city-citizen.
14. A French bower bird made its bower during a shower on top of the Eiffel Tower.
15. If you want to make pancakes, you'll need flour. The dough has to stand in a warm place for at least an hour.
16. Come near dear, I can't hear; I've been deaf for at least one year.
17. U words: bull, full, pull, put, push, bush, shush.
18. My mother and another mother were looking for my brother.
19. They: drop the y and put an i: their. They lost their heirloom.
20. There's no wind, so even if you hoist your sail, you won't go faster than a snail.
21. Kate made a date with a boy from the Sunshine State. Since she hated being late, she left home at a quarter to eight.
22. AIGH words (Dutch connection): Our neighbour has eight neighing reindeer. When he plays for Santa, he sends them either by rail or airmail. The freight depends on their height and their weight.
23. An actor in the cast didn't want to be last, so he left home at half past.
24. This row of potatoes doesn't seem to grow, or at most very slow
25. A friend of mine drinks wine although he's only nine.
26. As a matter of fact, you'll have to act very tactful.

## 45. FROM FUTURE TO HISTORY

Mrs Pinkerton was once a member of a cast that presented the famous opera "**Madam Butterfly**" with great success.

They performed in all the major cities in the world on **Tuesdays** and **Saturdays** because then they could enjoy a rest on Sundays. On **Thursdays**, they travelled to outlying districts to entertain the members of musical societies and folk clubs except in **February** because that month, the perfect month, has only four weeks of seven days, not enough to make a living.

Since February is the second month of the year and has **eight** letters, provided you spell it correctly, that gives you the answer to four sevens. Last year, something **unusual** happened. She liked **action**, which simply meant that she had no patience to wait for anything, probably the **result** of having to sing the right note at the right time.

She was **aboard** a Mississippi Ferry that was **delayed** because of mist, so Mrs Pinkerton was **running** late for the rehearsals. In her hurry, she tripped over a steel ledge, started to **slide** across the slippery deck, fell overboard and nearly **drowned**.

Her obsession with action had nearly **proved** to be fatal. They **carried** her into the waiting ambulance, which drove her to a nearby medical **centre**.

The head of the medical staff **himself** inspected her body from head to toe and **informed** her that seaweed had damaged her throat and that, **provided** she stopped singing immediately, she would **suffer** for the rest of her life, which would not only in **itself** already be very inconvenient, but it would also **cause** her life to be shortened he **thought**.

She didn't **object** and followed his advice, **retired** from the Opera Company and **obtained** a **degree** in **History** because that had been her **favourite subject** in school. She **collected** a whole collection of very unusual, old fashioned **clothing** that friends wanted to **throw** out or donate to St Vincent de Paul and applied for a job as a History teacher in an exclusive private school where she taught the students the details of the Eight **Wonders** of the world and stories about the time before Australia had **adopted** the decimal system when people **paid**, not in **dollars** and **cents**, but in shillings, pounds and pence, when doing their shopping on penny-farthings.

# CREATIVE &

## LINGUISTIC SPELLING

- Like Maths, Spelling is not for everyone. Consequently teaching it as an end in itself, will result in failure. To teach it as a medium to develop skills like looking, seeing and remembering, we're talking about real education.

That means that copying word lists four times a week with a test on Friday to see how many wrong is now an obsolete activity.

As a chore, it cannot possibly create interest and therefore learning.

- The only systematic way to teach the erratic spelling of English words is to subdivide them into groups with the same pattern:

Example

fraught	slaughter	draught	haughty	naughty
daughter	distraught	laughed	caught	taught

- Since the brain cannot absorb pure data, they can only be remembered when they appear in an easy to visualise context in rhyme and rhythm. **Chorus Reading** will reinforce recall of the often absurd mini-stories. This unique method appeals to children because they are genetically wired to be curious.

### Fraught with danger

A butcher wanted to **slaughter** the old **draught** horse of his **haughty, naughty daughter**. She was so **distraught** that she wanted to jump into the water. Her father **laughed** and **caught** her so that **taught** her a lesson.



<b>pawn</b>	<b>prawn</b>	<b>lawn</b>
<b>dawn</b>	<b>drawn</b>	<b>awning</b>

Mrs Pawnbroker didn't see the dead prawns on the lawn under the awning at dawn, because the curtains were still drawn.

<b>once</b>	<b>month</b>	<b>Monday</b>
<b>mother</b>	<b>brother</b>	<b>onions</b>

Once a month on Monday, my mother and her brother go to market to buy onions.

<b>nurse</b>	<b>curse</b>	<b>purse</b>
<b>purchase</b>	<b>liverwurst</b>	

When a nurse lost her purse, she cursed because she couldn't purchase (buy) liverwurst.

<b>beauty</b>	<b>beast</b>	<b>east</b>
<b>least</b>	<b>feast</b>	<b>yeast</b>

The beauty and the beast went east for at least two years to feast on unleavened garlic bread, which is bread baked without yeast.

## THE REAL OUTCOME

- By following the lessons and applying the above strategies, students should have developed an acute spelling awareness and acquired the ability to invent their own clues that will help them to remember the spelling of more complex words not mentioned in Spelling Awareness. **Motorbike**: the shape of the two wheels.
- Forty percent of English words are derived from Latin – see Romance English – French being the last step in the linguistic progression. To understand the weird spelling of English words, it would be more enlightening to study French than Japanese for instance.

Examples: Journey, journal, bonjour from jour – day.

Miroir (●—) – mirror (—●), language from langue – tongue.

The English borrow French words, change the stress and then mumble the unstressed ones!

- I've been a "spelling detective" for the last 40 years and studying languages for about 75 years. My brain can therefore remember what at one stage was recorded. I once wanted to remember someone's name. The answer came one week later while driving! Quite recently, I discovered that my brain has acquired a totally different function; it has become my assistant so to speak. I wanted to know how to remember the last three letters in **orchard**. The next day, while having dinner, the word popped up in my head. An **orchard** is a fruit **yard**!

Note: Spellcheck is for people who **can** spell!

# ROMANCE ENGLISH

ROMANIAN	ITALIAN	SPANISH	PORTUGUESE	FRENCH	ENGLISH	DUTCH	DEUTCH
'august	agosto	agosto	agosto	Août	August	augustus	August
aure'olă	aureola	aureola halo	auréola	aureole halo	halo	halo	Heiligenschein
au'gust	agosto	agosto	agosto	auguste	august	verheven	erhaben
au'roră	aurora	aurora	aurora	aurore	aurora daybreak	dageraad	Tagesanbruch
aus'ter	austere(a)	austero	austero	austère	austere	streng	streng
auten'tic	autentico(a)	auténtico	autêntico	authentique	authentic	authentiek	authentisch
autentifi'ca	autenticare	autentificar	autenticar	certifier	authenticate certify	bekrachtigen	beglaubigen
autobiogra'fie	autobiografia	autobiografía	autobiografia	autobiographie	autobiography	autobiografie	Autobiografie
auto'buz	autobus	autobús	ônibus	autobus omnibus	bus	autobus omni bus	(Auto)bus
auto'graf	autografo	autógrafo	autógrafo	autographe	autograph	handtekening	Autogramm
automo'bil	automobile	automóvil	automóvel	automobile	automobile	automobiel	Automobil
auto'psie	autopsia	autopsia	autópsia	autopsie	autopsy	autopsie	Autopsie
au'tor	autore	autor	autor	auteur	author	auteur	Autor
autori'tate	autorità	autoridad	autoridade	autorité	authority	autoriteit	Autorität
autori'za	autorizzare	autorizar	autorizar	autoriser	authorise	machtigen	genehmigen
auxili'ar	ausiliario ausiliare	auxiliar	auxiliar	auxiliaire	auxiliary	hulpzaam	hilfreich
a'uz asculta	sentire ascoltare	oír escuchar	ouvir escutar	ouïr écouter	to hear to listen	horen luisteren	hören
avalanșă	valanga	avalancha	avalanche	avalanche	avalanche	lawine	Lawine



# DYSLEXIA-FREE READING PROGRAMME

## The Crucial Beginning:

- The letters themselves **are** the pictures!

b for ball: first the bat, then the ball

d for duck: first the body, then the neck

- The words: 1400 regular ones arranged according to **P**attern & Sound under 15

Codenames in Bark's Unique Spellaphone book

P&C: 3Rs Seminars in your school.

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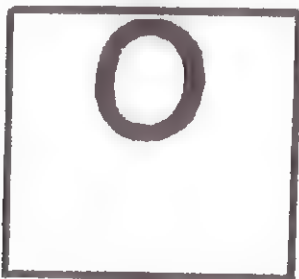
sonant (vowel): voice only  
[æ] for apple:  
first the apple, then the stem..



sonant  
[e] for egg:  
cut the shell.



sonant  
[i] for insect:  
first the body, then the head.



sonant  
[o] for olive:  
trace lips: around & around.



sonant  
[ʌ] down and up  
for the Melbourne cup.

r

[r] for race:

(ready), set, go!

s

[s] for snake:

left, right, left.

v

[v] for vase:

down, up.

y

[j] for yo-yo:

down and up and down.

z

[z] for zig-zag:

zig-zag-zig.



**Letters that can only be pronounced with a sonant**  
 (true consonants). Here, [ə] is used. Beware: When  
 teaching words, the existing sonant must be used!  
 bad: [bəd], not [bə] [ɛ] [d].

b	[bə] for ball: first the bat, then the ball.
c	[kə] for catch: shape of left hand catching a ball.
d	[də] for duck: first the body, then the neck.
g	[gə] for go: (this is 9, in one go!) 2 parts around and we all fall down.
h	[hə] for house: first the chimney, then the house.
j	[dʒə] for jamspoon: first the spoon, then the jam.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z	1	2
3	4	5	6	7	8	9

Children have IMAGINATION. The LETTERS **are** the PICTURES!

## TEACHING THE 26 LETTERS

5 – minute exercises for children 4 years and older.

### STAGE 1

1. Paste the letter chart onto a card and cut out a, e, l, o, u.
2. Teacher: This is a for apple. Student repeats.
3. Teacher (Talking & Tracing): First the apple, then stem. Student repeats.
4. Teacher: Match it with the one on the page.

### STAGE 2

(when the 5 lettercards are on the page)

5. Teacher: Give me a for apple, e for egg, etc.  
2 possibilities: either “good or no, that is o for olive, put it back.”

### STAGE 3

6. Teacher selects **e** and asks, “Which letter is this?”  
Students says, “e for egg” Eventually, just “e”.

### SAME PROCEDURE FOR

The letters on the previous pages.

**Warning:** Use the **sound** of the letters, **not** their names!

Hint: store the lettercards in a 70x50x25mm matchbox.



## COMPOSING WORDS WITH A **REGULAR** PATTERN

For the **-ap** words, we'll need:

<b>a</b>	<b>p</b>	<b>c</b>	<b>g</b>	<b>l</b>	<b>m</b>	<b>n</b>	<b>s</b>	<b>t</b>	<b>z</b>
			<b>m</b>	<b>a</b>	<b>p</b>				

Chopstick moves

→→→→→

Teacher says "mmm eee p →→→map"

**Mechanical reading** (pre-reading stage)

<b>c</b>	<b>a</b>	<b>p</b>
<b>g</b>	<b>a</b>	<b>p</b>
<b>l</b>	<b>a</b>	<b>p</b>
<b>n</b>	<b>a</b>	<b>p</b>
<b>s</b>	<b>a</b>	<b>p</b>
<b>t</b>	<b>a</b>	<b>p</b>
<b>z</b>	<b>a</b>	<b>p</b>

Consonants need a sonant to produce.

**In words, use the one that follows!!**

### ● Exercises:

1. Can you give me lap, etc.
2. Read this one!

teacher points to a different one.

3. Do the same with the next -ub and -ud words.

- Foundation literacy 2 contains 2400 regular words.

SUN

h	u	b
n	u	b
r	u	b
s	u	b
l	u	d
m	u	d
s	u	d

## READING: CREATIVE CURE

LITERACY: THE ABILITY TO READ AND WRITE  
THE ABILITY TO USE LANGUAGE PROFICIENTLY.

READING is learnt by READING.

READING WITHOUT FLUENCY IS NOT READING

PROSODIC READING

FLUENCY in reading is trainable and improves overall reading skills.

THE SIMPLEST METHOD IS ALWAYS THE BEST: MODELLING and MEMORY READING.

1. Depending on the student's word span, the teacher reads a phrase or a whole sentence with theatrical enthusiasm.

The material in the books that make up the foundation literacy series eminently lends itself to this sort of treatment because of its readability and its coherence; after all, exaggeration, rhyme, rhythm and visualisation are the most powerful tools used in professional memory training.

2. The student imitates the teacher (echo reading) from memory, with or without peripheral or incidental reading from the corner of the eye so to speak.  
A whole class can read in chorus (Choral reading). Apart from giving students the opportunity to legitimately exercise their vocal cords, it is more beneficial than allowing them to engage in fruitless small talk.
3. A whole paragraph, a whole passage or a whole page may be treated this way, always aiming at increasing the word span.
4. The student should only be asked to read it by himself when he can fluently imitate what was read to him. No nagging, no "sounding out".
5. In case the student still baulks at a particular word, the teacher must act as a prompter; no more, no less.
6. Practice makes perfect: Remarkable results may be obtained by breaking through the "sound barrier". For that to happen, the student must read the rhymes without hearing the words; up to 1400 words per minute.
7. Two stand-by methods may be helpful:
  - ◆ Neurological impress method based on the learning-to-ride-a-bike principle  
The teacher begins by reading slightly ahead and louder than the student; he "drags" him along, but he must know when to let go altogether or to change to "shadowing" the student for a while.
  - ◆ The chopstick method: In this case, the chopstick "drags" the student along.  
Since it is not human, the chopstick can exercise power without causing resentment because it would be silly to argue with a chopstick. When it stops, the student knows that he has misread a word, (a, the, for, from, house, horse, hopping, hoping, offend, etc.) in most cases the result of "skim reading", because some weak-willed teachers don't want to "discourage" the student, play now, pay later.



## Reminder

# Indefinite article

**[ə]**

muttering  
vowel

not **A** [ei],

although all schools teach it!  
it's almost impossible to change.

How on earth can you learn to read fluently if you use A instead of a:

"The bug dug A hole in A rug to give another bug A hug."

"Can I have A, eh, hamburger please?"

### The Sentences

At this stage, students will have acquired quite a skill in talking and comprehending. The new skill of decoding (mechanical reading) is learnt first and then immediately combined with the above skills. The sentences have therefore been written with that in mind. The building up of an appropriate vocabulary should not be left to chance. In this book, the most frequently used words (word count) are included. (Modified Language Experience Approach).

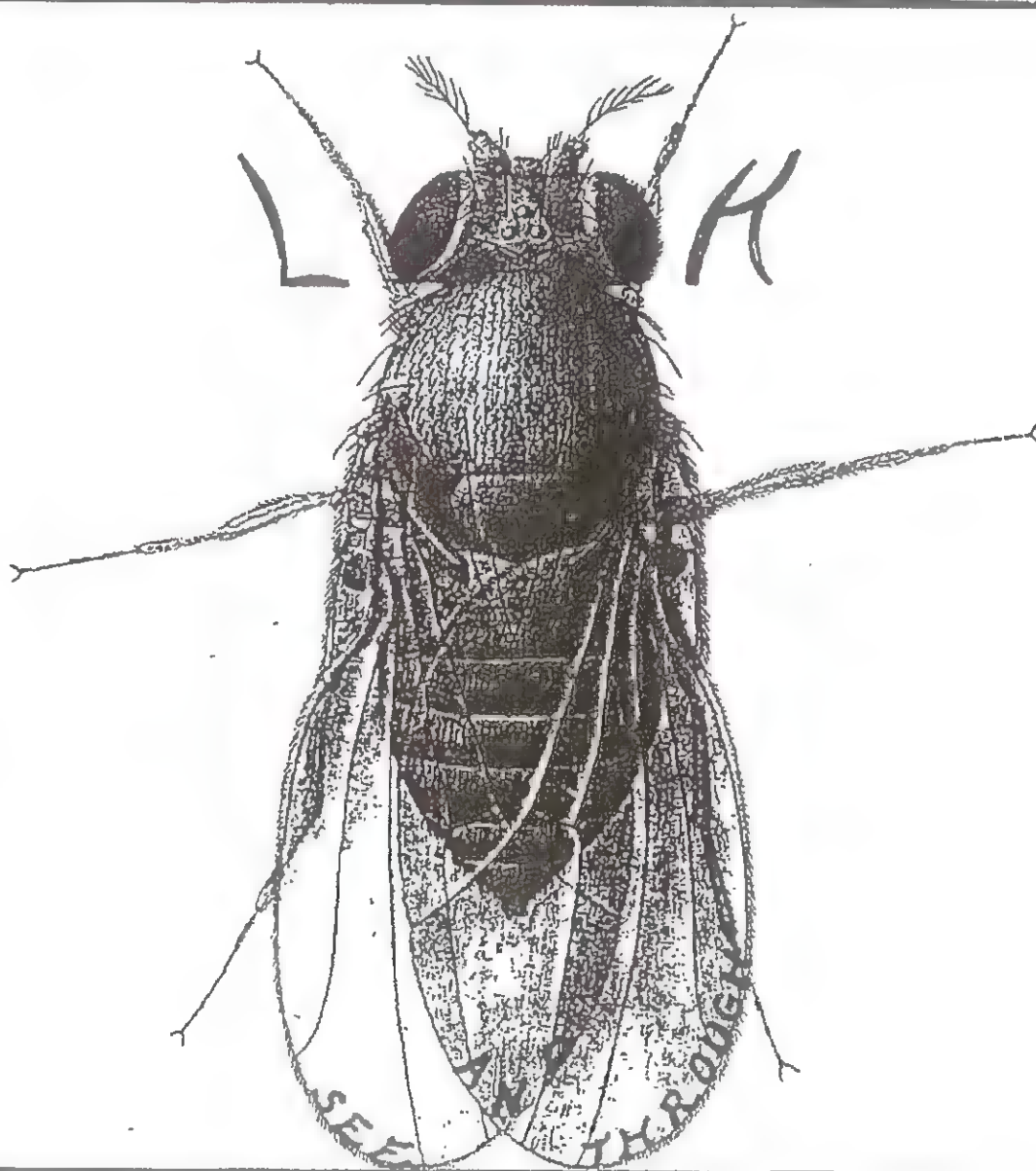
The brain cannot absorb pure data; it becomes information only when seen through the spectacles of an idea. (Edward de Bono). This information has to be processed within 30 seconds. The brain is capable of making 10 new connections per second. It means that words must lead to language. In this case, to the language the student its already used to.

Do not go back to baby talk: Dan has a van.

Don't demolish the house when you only want to build an extension.

Talking about babies: How can they possibly learn to say, "Banana" if you keep saying, "Nana"? And what About "Breckie" instead of "Breakfast"?

It's by hearing that you will  
learn to speak. It's by hearing  
and speaking that you will best  
learn to read.



1. The **cub** sits in the **tub**.
2. The **cow** is chewing her **cud** in the **mud**.
3. Give me a **hug**.
4. One little **bug** hopped into my **mug**.
5. Her **mum** likes to **hum**, but not when she helps to do her **sum**.
6. The **nun** went for a **funrun** in the **sun**.



## 2 SONANTS±1 CONSONANT

### TYPE ONE: FINAL E

"The E makes the A, the E, the I, the O and the U sound their names."

---

**Exercise one:** teacher reads,  
learner repeats,  
learner reads.

**Exercise two:** teacher dictates,  
learner repeats and writes.

<b>fade</b>	<b>make</b>	<b>for sale</b>
<b>made</b>	<b>take</b>	<b>fame</b>
<b>cake</b>	<b>wake</b>	<b>game</b>
<b>lake</b>	<b>bale</b>	<b>lame</b>

d	a	y
h	a	y
l	a	y
m	a	y
r	a	y
s	a	y
w	a	y

not  
pot  
rot  
shot  
tot

skinny  
words

bid  
did  
hid  
kid  
lid  
mid  
rid

if

big  
dig  
fig  
gig  
jig  
pig  
rig  
wig

dim  
him  
rim  
shim  
vim

in  
bin

din  
fin  
pin  
sin  
shin  
tin  
thin  
win  
chin

dip  
hip  
lip  
nip  
pip  
rip  
sip



ship	pith	leg
tip	-----	peg
zip	is	-----
chip	his	ex
chips	penny	hex
-----	words	lex
it	web	rex
bit	-----	vex
fit	bed	-----
hit	fed	hem
lit	led	them
pit	red	-----
sit	shed	den
wit	wed	hen
-----	-----	men
with	beg	pen
	keg	ten



386. My **naughty daughter** got **caught laughing** while playir  
**draughts** and giving **draught** beer to **draught-horses**.

387. You need compasses to draw and **arc**

388. Each **aircraft** has a life **raft** fore and **aft** in case it has a  
broken propeller **shaft**.

389. It's very difficult to **mark** a **stark** naked **shark** in the  
**dark**.

390. Clive is a **clerk**; he does **clerical** work for the **clergy**.

391. **Charles'** dog **snarls** as soon as you go **past** the old,  
**gnarled** tree on his **farm**. Fortunately, it doesn't do you any  
**harm**, as long as you don't trigger of its **alarm** by raising  
your **arm**.

392. Stay **calm** while we sing **psalms** under the **palms**.

393. Alice likes to spin a **yarn** or two in the **barn** when there  
are no socks to **darn**.

394. **Grant** got a **grant** to **plant** a tree that won't **slant**.

395. Some people in **France** **dance** themselves into a **trance**  
when they have the **chance**.

396. You have to **branch** off from the main road to get to his  
**ranch**. I **can't**, so I **shan't**.



# **PHONIC APPROACH FOUNDATION LITERACY 4**

**Multi-Level Reading Method**



**SUN TAN TOM**



## **Sue-word stories**

### **Actions speak louder than words**

**While his plane flew, Bartholomew, an orthodox Jew from St Mathew, wanted to have a better view because the glass in the portholes was covered with dew. At first, none of the new crew knew what to do. Finally, they decided to give him some stew and a glass of home-brew. Since the meat was hard to chew, he asked which way the wind blew in order to spew. Then the shrewd Jew jumped out and threw up before the plane was due.**

---

**Is it true that Sue Blue hates to stand in a queue to pursue buying cheap super-glue and that she hasn't got a clue when her husband's birthday is due?**

---

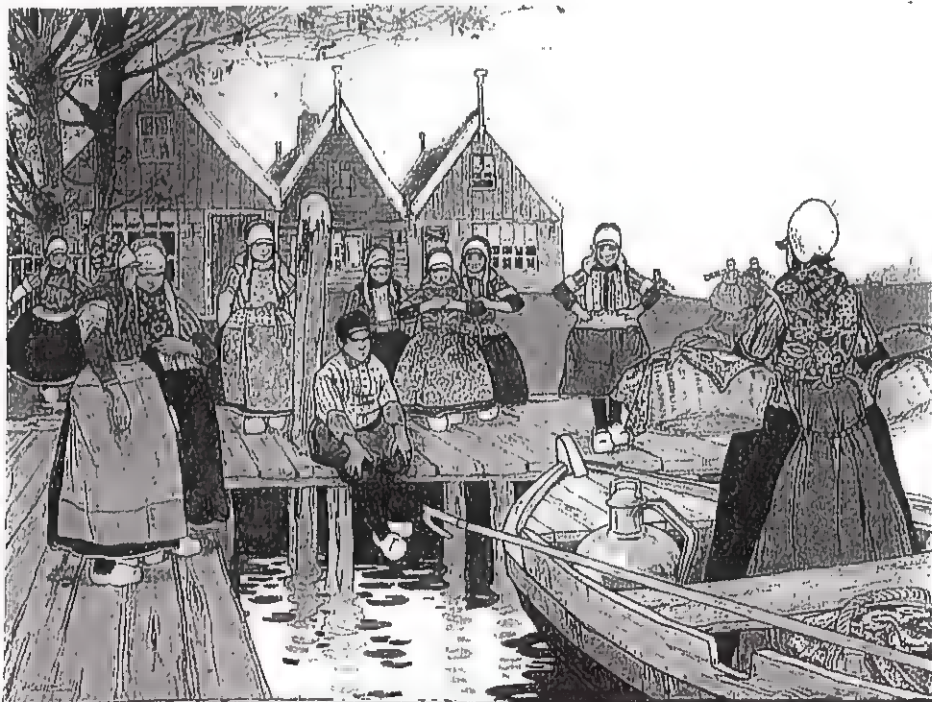
**Do you use the wool of your ewe?**

## Sue-word stories

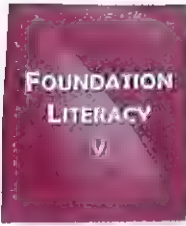
**Do you know the woman you spoke to at ten to two? Who doesn't! She wears a new pair of shoes to suit her curly toes.**

---

**Mr Bamboo tries to woo Miss Kazoo from Woolloomooloo who hasn't got a brass razoo. Today, he'll pay for her tattoo, her shampoo and a didgeridoo before guiding her through Taronga Zoo. In lieu of seeing the gnu from Peru, who has the flu, he'll go to the cage of Whinnie the Poo.**





	rug	must	has	red	my
	fun	nut	on	neck	like
	sun	black	dog	bell	so
	cup	jam	this	me	ball
	bus	cat	sit	seed	do

1. The humbug dug a hole in the rug to give the mother of another bug a hug.

2. Mary Pun, the stunning nun with her hot cross bun undone, had a funrun in the sun.

3. The pup had a scup for supper.

4. Gus broke his crus when he fell from the truss onto a double-decker bus.

5. You must not trust an August gust nor Autumnal rain in Autumn.

6. The door of the hut didn't properly shut, so Mr Glut tried to tie, while lying on the floor, a string of gut between the bolt and the nut.

7. Mack and Jack ride black pack hacks bareback on the track at the back of the shack.

8. Baby Sam gave some jam to the ram that swam in the dam.

9. The bat spat at the fat cat that sat on the flat mat eating a sprat instead of catching the rat, the brat.

10. The popstar has a blues guitar as well as one for jazz.

11. Ron jumped into the bonfire to check whether it was still on.

# STEPPING STONES

## Memory Training

Reconstruct the spelling rhymes  
from memory.

bug	gust	cat	miss	she
dug	hut	that	hiss	me
rug	shut	sat	little	we
bug	Mr. Glut	flat	Twit	be
hug	gut	mat	Nitwit	three
Pun	nut	sprat	hit	seed
stunning	Mack	rat	lit	speed
nun	Jack	brat	sit	breed
bun	black	has	bit	steed
undone	pack	as	Fred	indeed
fun	hack	Ron	bled	why
run	bareback	bonfire	red	fly
sun	track	on	shed	my
pup	back	golliwog	edge	pigsty
scup	shack	eggnog	bed	Mike
supper	Sam	dog	neck	dike
Gus	jam	togs	dell	like
crus	ram	jog	bell	do
truss	swam	this	fell	Mr So and So
bus	dam	is	well	no
must	bat	Chris	spell	call
trust	spat	kiss	yell	ball
August.	fat	Swiss	he	hall

### This Morning

My black cat, with a bell around his neck, sits on the rug. He likes to watch me have a cup of tea and a jam sandwich with peanut butter and sunflower seeds. The dog has better things to do. He has fun in the sun with a red ball. There is the school bus, so I must go and do some work.



# **DIAGNOSTIC READING TESTS**

**BACK TO BASICS**

**An Educational Revolution**

**1957**

**Aart Bark**

## Reading tests to find reading ages

---

The student must read the words in each group without hesitation and within 5 seconds. Corrections are not accepted. Each error is deducted from the total score of 20.

Example: the total of the scores 20, 18, 14, 9, 3 is 64.

Half the score is 32. This translates to a reading age of 3<sup>rd</sup> grade, 2<sup>nd</sup> month.

Note: The counting of errors must be done without distracting the student.

<b>1. come little up ball wants</b>	<b>here baby down see mother</b>	<b>look is play can help</b>	<b>one jump three make run</b>
<b>2. friend along read basket wish</b>	<b>first very hill with what</b>	<b>ride dark live food was</b>	<b>horse bumpy puppy under came</b>



# Model Exercise 1.

<b>Box 11</b>	brush chair hanging apple rock clock	hot along cliff swift picnic begin	bread brave awake again creek clean	cream beach cloud about brown class	brass laughter after rafter
-------------------	---	---	--	--	--------------------------------------

**1.Sorting according to the sound of the stressed beat (syllable).**

Use an A3-size copy of the sorting board shown.

<b>SUN</b>	<b>TAN</b>	<b>TOM</b>	<b>SKINNY</b>	<b>PENNY</b>
brush	hanging apple	rock clock hot along	cliff swift picnic begin	chair bread again
<b>PALE</b>	<b>PETER</b>	<b>TINY</b>	<b>TONY</b>	<b>BOY</b>
brave awake	creek clean cream beach			
<b>SCOUT</b>	<b>PAUL</b>	<b>SMART</b>	<b>GIRL</b>	<b>SUE</b>
cloud about brown		class brass laughter after rafter		



## 2. Sorting according to the number of beats(syllables).

**1 beat:** brush, chair, rock, clock, hot, cliff, swift, bread, brave, creek, clean, cream, beach, cloud, brown, class, brass.

**2 beats:** hanging, apple, along, picnic, begin, awake, again, about, laughter, after, rafter.

## 3. Sorting according to rhythm pattern.

A special type of Morse-code is used here:

One stroke indicates the stressed beat; the dots indicate the other beats. **Examples:**

	bark
	rubber
	relax
	crockery
	contribute
	recommend
	agriculture
	monotonous
	tonsillitis
	Apocalypse
	rationalising
	uncomfortable
	satisfactory
	multiplication
	parallelogram

## Rhythm patterns for model exercise 1:



hanging, apple, picnic, laughter, after  
rafter.



along, begin, awake, again, about.

## 4. Sorting according to alphabetical order:

about	beach	chair	hanging
after	begin	class	hot
again	brass	clean	laughter
along	brave	cliff	picnic
apple	bread	clock	rafter
awake	brown	cloud	rock
	brush	cream	swift
		creek	check:
			28 words

## 5. Sorting to a particular quality.

The bird-watching method: Fostering the habit of making  
a **deliberate attempt** to look for certain features.

**Quiet words:** (meaning and/or sound)

Brown, bread, again, brave, hanging, along, begin.

The consonants **b, d, g, v, ng** are weak compared to their  
counterparts **p, t, k, f, nk**.

**Noisy words:** creek, class, beach, clock, cliff, apple.

**Slow words:** chair, brush, awake.

**Quick words:** swift.

**Short sounds:** Miss Swift sat on a loose rock to have lunch at one o'clock, but her picnic bread fell off the cliff into the deep creek instead.

**Long sounds:** The dark brown clouds were hanging low over the dark brown bathers on long chairs or in the clean, creamed sand of the beach.

#### **6. The five senses:**

**Sight:** class, creek, cloud, clean, clock, picnic, hanging, chair, brown, swift, apple, rock, cliff, bread.

**Sound:** beach, class, creek, clock.

**Smell:** beach, apple.

**Touch:** apple, chair, creek, cliff, rock, clock, bread.

**Taste:** apple, bread, cream.

#### **7. The words in action.**

##### **Imagery:**

- The cliff, like a hot loaf of **brown bread** standing on its end, was swallowed by the hungry faces in the **creamy clouds**(alliteration: bold letters).
- The clean, twinkle-coated creek snaked around the cliff past the class of pinickers.

##### **Imagination:**

Beach: Sandy area along the coastline; a cream coloured cake with hundreds **and** thousands.

##### **Dylan Thomas portrait:**

Did you ever see a thundercloud?

Puffy-eyed, multi-faced, towering cauliflower.



# Words on Stage

## 8. Sorting according to function

By considering the story to be a play, the words are now placed on the **Prompt Board**, an A3 copy on light board of the A4 page shown.

This **activity** avoids the difficulty connected with a compulsory title and a blank page.

Telling students to make the story interesting by using descriptive words completely ignores the preliminary exercises mentioned before.

### Exercise 1: "The black and white picture"

- A word like **brush** may either be placed under **objects** or **action**.
- **Indicators** are placed in the same column as the words they are likely to describe.
- **Miscellaneous** words may be placed in the last column.

### Exercise 2: "The picture in colour"

- By looking at the groups of words now on the **Prompt Board**, students will immediately see where the story takes place.
- **Indicators** are now combined with the words in the top section.

**Hot** could relate to the **weather**.

**Brown** could describe the **bread**.

**Clean** could describe the **beach**.

**Brave** could describe one or more students in the **class**.

**Brass** could go with **clock**.

## Prompt Board

ACTORS		PROPERTIES			DIRECTIONS
people	animals	setting	objects	others	action
class		rock cliff beach cloud creek	chair apple clock picnic bread cream rafter		brush hanging begin laughter
awake brave		clean hot	brass brown		after again about swift along
M	A	K	E	U	P
INDICATORS					

- At this stage, the words themselves give a fair indication of what the story could be like.
- A word that doesn't seem to fit anywhere can always be used as a name (Ralph Rafter).

### Exercise 3: The Conflict Triangle.

- A simple story consists of 3 parts: the **introduction**, the **middle**(the preparation for the outcome), the **outcome**.
- Every story describes some sort of **conflict**. Here, climbing to the top of the cliff, could create a hazardous situation to overcome.
- Before putting the wordcards in a column on the table(desk), students must **visualise** the possible sequence of events.

### Exercise 4: The rough draft.

- By combining the **key words** and the students' own **link words**, students now have enough ammunition to start writing.
- As soon as the **key words** have been used, they are put aside.

#### Class Picnic at Hanging Rock.

Good Friday. Ralph Rafter and a few other **brave** boys of **about** the same age want to go to the top of a **cliff** called Olimbos. They leave the other children behind, guzzling their slices of fresh **brown bread** with **apple jam** and fresh **cream** as they go. The air is filled with laughter. It is getting **hot**. At a fork in the path, they take the left track, winding their way up all the time, going **along** one **after** another. Deep down, the **creek** snakes to the **beach**. The bottle brush bushes **begin** to **brush** against the children **again** and again as if to **clean** them before falling asleep; it seems hard to stay **awake**. They reach the top and sit down in **chairs** cut into the **rock**, next to a brass **clock** without hands. Then the clouds move in, **swiftly**. When they have gone, the clock and the children have gone too.

## Guided Language

In order to increase students' vocabulary and their language skills, let them first **fluently** read a well written story.

1. Ask them to recall it in their own words.
2. Write down one or more **keywords** (**stepping stones**) from each sentence.
3. Students should then **reconstruct** the story as accurately as possible.

## Professional Memory Training

To be able to do this well, they must vividly **visualise** the sequence of events.

In the following example

**-The Pedlar of Swaffham**-they must virtually become the Pedlar themselves and literally follow him in his footsteps, think what he thinks, say what he says.



**500**

**CREATIVE**

**DESCRIPTIONS**

**FOR**

**SECONDARY SCHOOLS**

**THE 3RS THE PROFESSIONAL WAY**

31.	A <b>frigid</b> wind <b>gusted</b> in from the east <b>snatching</b> at the girl's coat as she walked quickly along.
32.	A grey steel garage door was open: a truck was backing up to unload.
33.	The man's name was Gilbert, mid-forties with curly black hair and <b>ebony</b> eyes.
34.	The room was arranged with <b>burgundy</b> and blue <b>upholstered</b> couches and chairs, coffee tables and racks of magazines.
35.	The loose raincoat made him look broader than he was and the lowered hat-brim, hiding the high forehead, from which the greying hair had <b>receded</b> , cast a shadow over the rather <b>anxious</b> brown eyes. His annoyance <b>creased sharp wrinkles</b> in his <b>fleshy</b> cheeks and gave his face a <b>cadaverousness</b> that was not natural to it.
36.	Hers were small, hard hands; they were cold.

48.	Hester dropped <b>exhaustedly</b> into a deep, velvet covered chair.
49.	She made a slight motion with her head towards the window. "Yes, they are in the studio."
50.	It was a raining – a <b>driving</b> spring rain that slashed at the windows.
51.	The CIA has <b>despatched</b> their most unusual spy. Brittany again dons one of the <b>delightful</b> flowered hats and charms her way <b>through treacherous</b> waters.
52.	Amid the gaily <b>coloured</b> banners and exotic little shops that line Hong Kong's <b>teeming</b> streets, she unearths a plot of <b>stunning proportions</b> .
53.	I had been to Sydney as usual, shopping, but got back rather later than I usually do, because I went to a film.
54.	The <b>faint tinkle</b> of the shop-bell <b>interrupted</b>

## Descriptions

- Creative writers always use-often simple-well chosen, colourful language. A story is an experience of the 5 senses. Writers translate into words what they have visualised.
- Combinations of the descriptions or their variations may be used to write a story. Invent your own plot and, initially, stick to the conflict triangle, discussed in Creative Writing.
- Reading alone never brings out the full power of language. Only by reading aloud or through dictation can you hear the influence of the chosen words. After all, language was originally only a system of producing meaning through sound. The **w**ords in a **w**ell-**w**ritten text are like the notes in a complex concerto. Newspaper language is a collection of wet autumn leaves.



- **Poets Paint Prose with Pens.**

However, while putting pen to paper, they must become the actors in the Play of words. They must see them in their mind's eye. They must hear them speak, think what they think, do what they do, taste what they drink and eat, share their happiness or sorrow, hear what other people say about them, feel the furniture they sit on. They must walk the landscape, become the architect of ancient buildings, feel the earth, rough the wild waves, hate or enjoy the weather, hear and see birds, talk to the animals, pack luggage, catch the bus, train, plain or ferry, pay the taxi driver and carry the groceries.

- A newspaper article is like a mannequin in the storeroom of a dress shop; only the bare essentials.  
**Prose, however is like a movie in colour.**
- Exercise: "Undress" one of the 500 Creative Descriptions to show the undecorated mannequin; then dress it up again "differently", while maintaining the message.
- The Creative Writing Companion is a unique art gallery that should be used to test your observation – and writing skills.



Collage by Brad Orrock, 2W



Collage by Raymond Seeto, 1M

### THE ANT

*The ant, he wishes little harm  
To those who don't disturb his calm,  
Busily scurrying to and fro,  
Gathering food which home will go  
To the family.*

L. PALL, Form 1 Maroon



Collage by Robert Mudre, 2M

## WHEN



Collage by Michael Grein, 1G

### LONESOME BRIDGE

(Based on a painting by Vincent van Gogh)

A little bay was its only friend. Robert walked over it every day. He'd sit and watch the water flow. The bridge was made of old gray wood and old brown bricks underneath. Fresh green grass lay near the water and old brown up the top. Cypress' trees to give it shade and an old house behind it. He'd throw pebbles in and watch the water vibrate and the water hens pecking at the weeds. The bridge was a lonely one. And so was Robert.

ROBERT DeSTEFANO, Form 3 White

## ONLY

## THE BEST

### DEATH

*The night is silent,  
But so is death.  
The sky is dark,  
But so is death.*

*The moon is ghostly,  
And so is death.  
The air is eerie.  
And so is death.*

*But what in this life  
Is not like death?  
Life is not eternal,  
But death is.*

ANTHONY SWANN, Form 3 Maroon



Collage by Manfred Spitzer, 3G

### POEM

*The silence of the wind dried up the town.  
The slow walk of the lonely horse,  
The old woman,  
The old man, tired,  
Everything still.*

*The wind blew fast.  
The old tree that was dry lived again to move,  
The old woman became frightened,  
The old man began to run,  
And the lonely horse as never before  
The sky went black,  
The town went black  
From the dust the wind had blown.*

*The sky went blue,  
The tree went green,  
The horse stopped,  
The old man and lady walked together.*

GEORGE LEBNON, Form 2 White

## WILL

## DO

# **CREATIVE WRITING COMPANION**

**NATIONAL LIBRARY OF  
AUSTRALIA**

**ISBN 0 949384 42 9**

**A. BARK, 2017**

**THE 3RS THE PROFESSIONAL WAY**







## **EIGHT FOREIGN LANGUAGES**

### **Professional Memory Training Courses**

- Language is learnt by osmosis. When parents speak Hungarian, their children learn to speak Hungarian. Parents do not teach grammar because it's like closing the gate when the cows have gone. Besides, the brain cannot absorb pure data.
- Speaking another language means much more than learning a new vocabulary. It involves pronunciation, putting the stress on the right syllable, an alert ear, intonation, rhythm, fluency and accent. When people speak English, you hear that they come from London, Liverpool, Ireland, Scotland, Scandinavia, the Netherlands, Germany, France, Macedonia, India or Asia.
- To acquire these prerequisites, students should listen to a native speaker for a while.
- Internet is only for advanced students! You cannot have a conversation while pressing buttons!

### **UNIQUE CONCEPT**

These courses contain 71 conversations and 99 short stories.

**The English text in all books is the same!**

It facilitates **memorising** lessons when studying more than one language.

### **NO ERRATA**

Translations are by native speakers. The unavoidable errors in spelling should be used to foster a critical linguistic curiosity.

- Spelling, Maths and Languages should be taught, studied and learnt as a **Memory Training Medium**, not for their neigh non-existent practical value. The more complex the subject and the greater the effort needed, the more beneficial the exercise.
- **Warning!** Owing to Google, Internet, bleeps, warning lights and commercial reminders, memorising is now almost an obsolete skill.
- The ease of learning a language depends on age. In the Netherlands, 70 years ago, 12-year old students at the so-called Gymnasium, learnt Dutch, German, English, French, Latin and ancient Greek!

**They had two distinct advantages:**

An optimum memory and a “pliable” mouth.

Learning a language say at the age of 40 will take ages. It can be compared to someone trying to play ukulele with arthritic fingers.

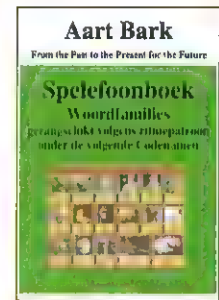
- Traditionally, teachers are always explaining.  
They expect children to remember what they have said.  
**The most important learning part is missing: Thinking!**
- **Children can only become students through discovery and Free Range Learning.**
- Learning a language is now trial and error; fruit juice or ice cream. A whole term is wasted on drawing a map of say France and looking at cartoons with words written in clouds. All they **might** remember is, yes, no, and what’s your name!

## My method

- I'm 89 and study Romanian to dispel the onslaught of Alzheimer's. I feel very comfortable with Latin derived languages because of their similarities.
- **Stage 1:** I visualise and memorise conversation or a mini-story in **the language I know**. I mentally repeat the sequence while having a rest and before going to sleep.
- **Stage 2:** I divide the lesson up into sections I can handle in a day. Sentences and expressions with their translations are then written in an exercise book.  
The "English" ones need no further attention: rezervare, vacante, disponibil, suport, membru, dormitor, telefon, adresa, accident, serios, terapie, intensivă, voiaj, permisul, numarul, sacul (ul=the)..  
Others need to be remembered by whatever you can invent. That very search is part of the learning process; it must become second nature so to speak.  
Example: It will fit –va potrivi (••—)  
I use otrivin(my eye-drops) to remember.
- I can now mentally rehearse the first 30 conversations!  
Sometimes I only do the highlights.

# AART BARK

From the Past to the Present for the Future



Een taalkundig meesterwerk

Nog  
Beter  
dan  
Vroeger





# Zó leer je lezen & schrijven

## Handleiding

### Deel 1

- The letters
- 4000 met de hand geschreven korte woorden gerangschikt volgens klank and moeilijkheid.

### Deel 2

- Woord families gerangschikt volgens klank en het aantal lettergrepen
- Opdrachten, dictees, limericks, spreekwoorden, leesvaardigheid, onregelmatige werkwoorden

## Oefeningen

- 100 opdrachten om te oefenen met klank, ritme patroon, rijm, verhaaltjes schrijven. (Nederlands & Engels)

## Spelefoon book

- 25000 woorden gerangschikt volgens klank en het aantal lettergrepen (als in deel 2)

## 1200 kostelijke limericks voor jong en oud

- Gerangschikt op klank
- Bark's Back to Basics: An Evolution in Education (Brochure)

# MATH & MEMORY

## BARK'S DISCOVERY

### METHOD

### BOOK 1

FOR PRIMARY SCHOOLS

TEACHER

FREE RANGE LEARNING

THE 3RS THE PROFESSIONAL WAY

**BARK'S DISCOVERY METHOD**  
**FOR**

**PRIMARY MATHS**

**National Library of Australia**

**ISBN 0949384 35 6**

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**LEARNING BY EXAMPLE 1.**

Given	Given	Task
<b>9+6</b> <b>5teen</b>	<b>9+8</b> <b>7teen</b>	<b>9+5</b>

**1 RECIPE, 8 ANSWERS!**

# **MATH & MEMORY**

## **BARK'S DISCOVERY METHOD BOOK 2**

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**MATH & MEMORY**

**BARK'S DISCOVERY  
METHOD  
BOOK 3**

**ISBN 0 949384 21 6**

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**FREE RANGE LEARNING**

**THE **3RS** THE PROFESSIONAL WAY**

# **MATH & MEMORY**



## **BARK'S DISCOVERY METHOD**

### **BOOK 4**

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**FREE RANGE LEARNING**

**THE **SRS** THE PROFESSIONAL WAY**

# INDEX 4

**1. ANGLES 14. APPROXIMATIONS**  
**15. AREA & PERIMETER. 30. CIRCLES**  
**43. CONSTRUCTIONS 53. EQUATIONS**  
**71. EXPRESSIONS 85. FINANCE**  
**110. PARABOLA 120. QUADRATIC EQUATIONS**  
**146. SEQUENCES & SERIES 157. STATISTICS**  
**164. SOLIDS 174. STRAIGHT LINES**  
**186. SURDS 193. TRIANGLES**  
**202. TRIGONOMETRY 221. ANSWERS**

## THE DIRECT APPROACH

- Answers to questions are based on efficiency, the use of mental arithmetic and professional Memory Training Techniques.
- This approach satisfies the following statement:  
Minister for Education and Training  
I refer to your letter concerning the mathematics education of students in New South Wales. As you have acknowledged, the Board of Studies **does not prescribe particular teaching methods** for its curricula. Teachers use their professional judgement to select appropriate approaches for different situations involving individual students or groups of students.
- The archaic “Necessary Working” request stems from a time that the rigid classical way was only for the gifted. Consequently, teachers must not intimidate or discourage students who use my Discovery Method!

# THE BARK BEQUEST

- [www.Bark'seducationalrevolution.com](http://www.Bark'seducationalrevolution.com) contains the most erudite, never to be equalled e-books and new teaching methods for Primary – and Secondary School children so that parents can protect their own from just becoming gullible consumers who can only read advertisements, cryptic text messages and newspapers, unable to tell how many halves there are in 1.
- You now have the opportunity as well as the responsibility to help launch this educational masterpiece. To do so, you are allowed to download, copy, distribute or sell any part of the above website.
- **Chain letter philosophy**  
Please send copies of this flyer together with the website details to a school in a rural area, in another State or in a country with an English speaking population.
- Please read the disastrous results of Resistance to Change, although it's not the real issue.
- **Don't judge the book by its cover!**  
Forty years of exposure to commercialised textbooks crammed with cartoons, puzzles and trivia have taken its toll: many people now baulk at seeing something different, no matter how indisputably superior!
- To dispel and doubt, click on education to satisfy your curiosity.
- However, the most direct way is to allow me to give a **free demonstration** at your school before it's too late!  
I recommend the use of video cameras. Aart 0428396120



## EDUCATIONAL GENOCIDE

- The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it. (Albert Einstein)
- Despite Australia's dismal international ranking, the following politicians have ignored my expertise: Aquilina, Cameron, Refshauge, Kate Ellis, Louise Markus, Piccoli, Turnbull and Perrottet.
- **The secretaries** of the NSW Teachers - and P&C Federations didn't want to accept my generous contribution either, despite an alarming e-Bulletin headline. Piccoli wanted to spend \$900 million to improve Literacy – and Numeracy standards, obviously for the benefit of commercial enterprise and to raise his election chances. A plethora of free quality books wouldn't have done the trick!
- Many years ago, **students** were **taught** the foundation on which to build their own extensions. Now, the new generation of **Internet children** have to puzzle their way up on a foundation of quicksand!
- It should therefore be clear that modern economy depends for a large part on parents buying “Back to School” books without benefit to their children.

A. Bark,

November 2017

## **READING AND WRITING**

- Foundation Literacy 1,2,3,4,5
- Diagnostic Reading Tests   ● Leg ends & Legends
- English 1   ● Creative Writing and Companion
- Creative Descriptions 1 & 2   ● Titanic

## **SPELLING**

- Spellaphone Book and Companion
- Spelling Awareness   ● Spelling word stories
- Spelling word sentences & stories
- Specific spelling features in focus (for Primary and Secondary)
- Creative & Linguistic Spelling

## **EDUCATION**

- The Bark Report   ● Reproach & Remedy
- Tutorial   ● Bark's Bric-a-Brac   ● About the Author

## **MATHS**

- Effective Addition & Subtraction
- Learn your Times Tables in a week
- Numbers in a Nutshell. Book & DVD (windows media player)
- Math & Memory 1. Teacher and Student
- Math & Memory 2,3,4 (for Secondary Schools)
- Multi-level Secondary Maths Dictionary (6-12)  
(With worked answers)
- Advanced Maths Dictionary (11&12) (with worked answers)

## **FOREIGN LANGUAGES**

### The Natural Way

- English-Dutch   ● English-German   ● English-French
- English-Spanish   ● English-Portuguese
- English-Romanian   ● English-Hungarian
- Romance English: The Evolution of Language.  
From Romanian to English.   Dutch, Deutsch
- Literacy course for Dutch Primary Schools

John Dixon, *Making the decisions* A.Bark  
General Secretary, *for the* 25 Reedy Road  
NSW Teachers Federation, *via* Cattai 2756  
23-33 Mary Street, *telephone call* NSW  
Surry Hills 2010 *receptionist!* 0428396120

Dear John,

*↓ instead of Gonski!*  
**Re: Free Literacy and Numeracy Resources**  
(to help make a difference)

North-American Indians knew how to cure scurvy. It took the British Admiralty 200 years to supply Captain Cook with citrus. Thousands of sailors died in the meantime.

Metaphorically speaking, that is exactly what's happening in our schools as far as the teaching of Maths and English is concerned because, with the ideas of Taxonomy fanatics and a Pontius Pilate-type Department of Education, Commercial Enterprise is in charge. The compulsory students have become the victims of tyranny!

With the emphasis on understanding, topics are repeated in books that keep increasing in size; from about 200 pages to 600 or 700! Questions have to be answered in a prescribed, authoritarian way that is far too complex for most students, hence the learning difficulties.

Efficiency and mental arithmetic only yield half marks **despite** the following statement: "The Board of Studies recognises that the aims and objectives of the syllabus may be achieved in a variety of ways and by the application of many different techniques. Success in the achievement of these aims and objectives is the concern of the Board which does not, however, either stipulate or evaluate specific teaching methods."

My Multi-Level Text Book & Dictionary is a unique invention but was condemned by the Hierarchy!!



Basic mathematical skills can be learnt by doing the traditional topics. Adding a few others to sell new books is sabotage. By using exact subjects like Maths & Spelling to teach the principles of Professional Memory Training, performance will undoubtedly improve even as by-products as it were.

Memorising must be given back its importance. The capacity to be good at it is already diminishing. (National Geographic)

English is learnt by copying well-written- and well-spoken examples so that the use of good grammar is **automatically** taken care of.

Answering questions and doing trivial pursuit exercises only activate a limited playground vernacular.

The enclosed booklet consists of pages taken from the Bark Report. They clearly show the Educational Holocaust created by experts who lost the plot.

My Back to Basics Collection on only one USB will never be equalled.

Parents and their children have the right to benefit from its existence. Since schooling is compulsory, the **condemnation** of obviously superior lesson material is therefore unacceptable!

The NSW Teachers Federation will be given permission to copy an unlimited number, provided it is capable of getting this beautiful work introduced. Please refrain from getting it judged by a special committee. The reason should be quite clear: If Moses had been a committee, the Israelites would still be in Egypt!

For free tutorials, contact [aart@designcopyprint.com.au](mailto:aart@designcopyprint.com.au)

Copies of this letter and enclosures are also sent to ABC- and SBS channels.

Encl: 1. Learn your Times Tables in a week

2. New Millennium Maths

3. Blueprint

4. Highlights

5. USB

Aart Bark

P & C Federation

Locked Bag 40

Granville, 2142



**Born 20.12.1928**

A. Bark

25 Reedy Road

Cattai, 2756

0428396120

August 2016

**Re: Opposition targets shocking rural literacy.**

e-Bulletin, 2.2.2011

Traditionally, the Opposition always has the answers.

Unfortunately, Piccoli-now Education Minister-is obviously not shocked enough himself by these dismal findings because he has ignored both the Highlights of the Bark Report and the complete Back to Basics collection!

The Paradox: being in power has turned him powerless because he is now part of the Global Monetary Circus!

Since Parents have the numbers, it's time to exert their real power because compulsory Education has become Commercial Indoctrination!

My Tutorial can improve Literacy- and Numeracy standards in less than 1 year at no cost, whereas Gonski Funding will only benefit Commercial Enterprise.

It's the Federation's task to launch me before it's too late! I am the only one left who can make a real difference.

Regards,

A. Bark

a grandparent & a citizen



## PARENTS PROTEST!

But Beware! Only organised Revolt will Attract Attention.

### Possible Actions

1. Only send your children to school 1 or 2 days per week.
2. Stop paying fees.
3. Stop raising money.
4. Ban the tuckshop.
5. Throw all homework sheets in the recycling bin.
6. Ignore request to do projects.
7. Don't buy books.

YEAR 5!!!

Why Peple migreat Australia  
Peple came to Australia because  
the country is poor other peple migreat  
thier to Australia because they want  
a better life also they want things  
like FAXBLAC OVER COMPULSORY HB PENCIL ✓

⑥ points ?

- Better jobs and pay
- Quality of life est low pollution space
- Education Australia has a high Education
- Peple can bring more members of there
- Australia is a multy cultural Country
- Safe and Clean
- Climate Australias got hot parts or cold



## POST SCRIPT

Eighty years ago, Geography was one of the standard subjects. The teacher would show us a map and point to the various cities along the railway line in one of the provinces in the Netherlands.

Homework consisted of memorising them. If it happened to be "your turn", you were called out to follow the succession of places on a "blind map". At the Maritime Institute, we learnt to **visualise** say South America, to remember the names of the counties, their ports including export products. Silly? No! What was intended as general knowledge was actually a memory training exercise like learning nursery rhymes or poems.

Now, children have to do assignments to hopefully acquire the same knowledge by drawing maps without visualising them and using Internet; they might as well resort to home schooling.

Since the supposedly useless, old fashioned methods are now left out, the ability to remember has already decreased 10% (National Geographic).

Beeps, warning lights and appointment reminders will reduce the ability to remember even further.

**It's not the apes we come from, it's where we are going if you choose to ignore my efforts to stem the tide!**

